

15 million young Americans without the aid of mentors.

Every child in our community should be given the opportunity to achieve their full potential. The role of mentors in a child's development cannot be understated. Mentors serve as role models, friends, and advisors helping our youth to develop important social skills, enhance emotional well being, improve cognitive skills, and plan for the future. A mentor can provide crucial guidance, and encouragement, which motivates and nurtures our youth.

Mentoring projects could be used to help control and lower the national high school dropout rate, which continues to be a major problem. An estimated 300,000 to 500,000 students in grades 10–12 leave school each year. If used effectively, I believe that mentoring programs could significantly lower the nation's high school dropout rate.

This month is National Mentoring Month. We must take this opportunity to recognize the importance of youth mentors and work to embrace and promote mentoring activities and programs.

Mr. Speaker, I would like to commend the efforts of the many mentors who provide the youth of our communities with the invaluable gifts of education and self-confidence.

IN HONOR OF JOHN L.
MCGOLDRICK

HON. ROBERT MENENDEZ

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 29, 2003

Mr. MENENDEZ. Mr. Speaker, I rise today to honor John L. McGoldrick for his outstanding contributions to our world community. He will be recognized at the American Jewish Committee Institute of Human Relations Award Dinner on Thursday, January 30, 2003, at the Hyatt Regency in Princeton, New Jersey.

Mr. McGoldrick is Executive Vice President of Bristol-Myers Squibb Company, Vice Chairman of the Company's Executive Committee, and responsible for global corporate policy. He is general counsel and director of the Bristol-Myers Squibb Foundation, and previously, served as a senior partner of the law firm of McCarter & English, LLP, where he sat on the Executive Committee.

A man with a global vision, Mr. McGoldrick played an integral part in Bristol-Myers Squibb's HIV/AIDS initiatives in Africa, including the "Secure the Future" program in Southern and Francophone Africa, and the ACCESS program making antiretroviral therapy more accessible in developing countries.

A man with both a national and local vision, Mr. McGoldrick has served as a director of the United States third largest passenger rail and bus company, the New Jersey Transit Corporation, since its founding in 1979. In addition, he has served as Vice Chairman, and is currently the senior ranking member of the board. He is director of Zimmer Holdings, Inc., the NYSE-listed manufacturer of artificial hips and knees, and a member of the Board of Directors of AdvaMed, the medical devices trade association. He has served on government reform commissions in New Jersey, leading Bristol-Meyers Squibb's efforts to support the State of New Jersey Commission on Holocaust education.

He is a member of the following organizations: the Aspen Institute on the World Economy; the Council on Foreign Relations; the World Economic Forum (Davos); the Association of General Counsel, the Council of Chief Legal Officers; the Executive Committee of the CPR Institute for Dispute Resolution; and the American Law Institute. He is a fellow of the American College of Trial lawyers, the American Bar Association, and of the American Academy of Appellate Lawyers.

Mr. McGoldrick graduated from Harvard College and earned his law degree from Harvard Law School.

Today, I ask my colleagues to join me in honoring John L. McGoldrick for exemplifying the American Jewish Committee's vision; he has made a global impact, and his exceptional leadership and many accomplishments in the fields of healthcare, education, and justice have truly made this world a better place.

TRIBUTE TO PAT SCHRIMSHER
KING

HON. ROBERT E. (BUD) CRAMER, JR.

OF ALABAMA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 29, 2003

Mr. CRAMER. Mr. Speaker, I rise today to recognize an important member of my North Alabama community upon her retirement, Ms. Pat Schrimsher King. After more than 33 years of combined service with the McDonnell Douglas Corporation and the Boeing Company, Pat is retiring on January 31, 2003. Throughout her tenure, Pat has provided the leadership and guidance necessary for the success of many projects at the company and in her community.

One of Pat's major accomplishments during her time at Boeing is administrating the Boeing Employees Community Fund, ECF. Through her direction, the ECF has given hundreds of thousands of dollars to health and human service agencies throughout North Alabama. I commend Pat King for her coordination of this initiative that has helped bring North Alabama business together with the community to help make our region an even better place to live and work.

Pat will be missed by her many friends and fellow employees at Boeing, but I know she will remain active, continuing to work on a variety of projects that improve and enhance our community. I commend Pat for the inspiration she has given to her friends, family, and colleagues and for all that she has done to benefit the people of North Alabama. Mr. Speaker, I join the North Alabama community today in wishing Pat a happy and healthy retirement and sending her my sincere congratulations for a job well done.

INTRODUCTION OF THE IDEA PAPERWORK REDUCTION ACT OF 2003

HON. RIC KELLER

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 29, 2003

Mr. KELLER. I rise today to introduce the "IDEA Paperwork Reduction Act of 2003". As

a Member of the House Education and Workforce Committee, I will be working with Chairman BOEHNER in the coming months to reauthorize the Individuals with Disabilities Education Act. Over the past year, I have heard from many teachers, in my home district of Orlando, Florida, about their concerns regarding the special education law. One issue was particularly troublesome to me because it seemed to be something that I felt could be easily solved—the paperwork burden for special education teachers. This legislation will work to pinpoint and alleviate the excess paperwork, thereby increasing the quality instruction time a teacher can spend with their students in the classroom while also ensuring that special education students are receiving a quality education.

Last year I toured local schools in my district of Orlando, FL, to get a first-hand understanding of the problems that parents, teachers and administrators face implementing a successful special education program. One teacher took me into an office where he showcased a typical day's work of filling out all of the required forms for a special education student. I was shocked to learn that teachers spend so much of their time complying with process instead of being able to teach and assist students in the classroom.

The Individuals with Disabilities Education Act was never intended to take teachers' time away from the classroom, rather it was intended to ensure that special education students were able to receive the same classroom instruction as their general education peers. Unfortunately, over time the paperwork trail has grown as states and local districts try to ensure that they have complied with the federal law. The threat of being sued has encouraged an overabundance of paperwork in order to document the school's compliance with the law. When did "process" overshadow the importance of actual quality instruction and results?

When a principal testifies that their IEP Teams spend an average of 83.5 hours filling out paperwork in preparation to sit down for an Individualized Education Plan, IEP, with a student's parents—something makes me wonder about the 83.5 hours taken away from classroom instruction time. IEP's are of course an important aspect of IDEA, but there can be some commonsense reforms put in place to reduce the redundancy of the process.

The "IDEA Paperwork Reduction Act of 2003" will call for a study by the Department of Education to be furnished within 6 months of authorization to determine where the burden is stemming from, and provide suggestions to mitigate the issue. The Department will be required to issue a streamlined IEP for school districts to use as a model. It will also call for a pilot program for 10 States to enter into an agreement with the Department of Education to perform their own paperwork reduction programs to see if any reforms can stem from State innovation.

In addition, the legislation would allow local education agencies to offer parents the option of choosing a 3-year IEP—this would allow the process to occur at natural transition points for the child instead of every year. During a voluntary 3-year IEP, should the parent decide at any point during the 3 years that their child is not receiving adequate services, they can call for an IEP to be commenced within 30 days.

These commonsense reforms included in the "IDEA Paperwork Reduction Act of 2003"

will ensure that IDEA is results-driven, not process-driven. The legislation will improve the academic achievement of special education students and empower parents, while also doing away with an overly prescriptive and burdensome process for teachers. It will enable teachers to save valuable classroom instruction time for exactly that—classroom instruction. I encourage my colleagues to call my office to cosponsor the "IDEA Paperwork Reduction Act of 2003".

INTRODUCTION OF THE IDEA PAPERWORK REDUCTION ACT OF 2003

HON. JOHN A. BOEHNER

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 29, 2003

Mr. BOEHNER. Mr. Speaker, today I am proud to join my colleague Representative RICK KELLER in introducing the IDEA Paperwork Reduction Act of 2003. This legislation will go a long way in providing relief from the IDEA paperwork burden, and in reducing time spent by teachers on non-instruction activities, as required under the Individuals with Disabilities Education Act (IDEA).

Last year, the House Education and the Workforce Committee conducted an aggressive series of hearings exploring major issues that would likely be addressed in the Committee's reauthorization of IDEA. Numerous witnesses at these hearings testified to the need for the Department of Education to identify and simplify burdensome regulations under IDEA and for Congress to adopt statutory changes that would provide relief to the nation's special education and general education teachers who labor with great dedication to educate children with special needs.

In our hearings, the Committee heard from school principals and administrators voicing frustrations about their schools' efforts to provide services to students as required by their IEPs when unnecessary paperwork requirements compete with the available instructional time. Teachers find themselves between a rock and a hard place, if you will, with unyielding demands made on their time. When something gives, the impact is either on the teacher or the student, two of our most valuable resources.

In fact, studies from the Department of Education show that we are facing a significant shortage of special education teachers, and many special educators leaving the field cite the burden of unnecessary paperwork as one of the primary reasons for their departure. This crushing burden of paperwork serves as a major disincentive for teachers to enter the field of special education, and as a result, too many of our children with special needs do not have a qualified teacher in the classroom.

Representative KELLER's proposed amendments to IDEA are an excellent start to the Education and the Workforce's effort to identify and simplify burdensome statutory provisions in IDEA. They are innovative and provide much-needed flexibility to the nation's special education system.

This legislation directs the Secretary of Education to submit a report to Congress detailing regulatory proposals he may find advisable for reducing both the IDEA paperwork burden on

teachers and administrators and the amount of non-classroom time spent by teachers and administrators in order to comply with the requirements of IDEA. It also directs the Secretary to identify, develop, and disseminate model forms for individualized education programs (IEPS), procedural safeguard notices, and prior written notice report requirements that incorporate all relevant Federal statutory and regulatory requirements under IDEA.

In addition, the legislation provides that local educational agencies may offer to parents the opportunity to develop a 3-year IEP (in lieu of an annual IEP) for each child with a disability, with IEP goals coinciding with natural transition points for the child. This would mean IEPs would be redeveloped close in time to the transition of a child with a disability from preschool to elementary grades, from elementary grades to middle or junior high school grades, from middle or junior high schools grades to high school grades, and from high school to post-secondary activities, but in no case longer than 3 years. In the "in-between" years, the law would provide for a streamlined annual IEP review focusing on the child's current levels of performance and progress toward meeting the measurable annual goals in the IEP, but a comprehensive review and revision of the IEP document would not be done every year.

Most importantly, this is a voluntary option for parents. Many parents will choose to use this flexibility, and some may not. But I agree with Representative KELLER that it is important to provide this flexibility and this choice to parents so that they can determine the best way to interact with their child's school.

Representative KELLER's bill would also allow the Secretary to grant waivers of paperwork requirements under IDEA to 10 States based on proposals submitted by States for addressing reduction of paperwork and non-classroom time spent fulfilling statutory and regulatory requirements. This will promote innovation and provide much-needed flexibility as States grapple with better implementing IDEA, and the Federal, State, and local regulations under it.

I am pleased to join my colleagues in introducing this bill, and I look forward to working with them to address these important ideas.

IN HONOR OF WILLIAM DWYER

HON. ROBERT MENENDEZ

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 29, 2003

Mr. MENENDEZ. Mr. Speaker, I rise today to honor the many accomplishments of William Dwyer, who was recognized Friday, January 24, at Ireland's 32nd annual dinner dance held at the Hi-Hat Club in Bayonne, New Jersey.

A life-long Bayonne resident, William Dwyer has spent his career dedicated to the medical community. He has worked at Passaic General Hospital and Columbia Presbyterian Medical Center, and was a past president of the New Jersey Healthcare Human Resources Administrators. For almost 11 years, Mr. Dwyer has been the vice president of Human Resources, Risk Management, and Corporate Compliance, at Children's Specialized Hospital in Mountainside, New Jersey, the largest pedi-

atric rehabilitation hospital in the United States.

William Dwyer, an active member of the community, is currently the president of the Kiwanis Club of Mountainside, New Jersey, and head of the St. Andrew's Cub Scouts. He is a member of the following organizations: the Board of Directors of the Healthcare Employees Federal Credit Union; the Executive Committee of St. Peter's Prep parents organization; and the parent teacher organization of School 14. He is a past President of the St. Andrew's Parish Council, and past Vice President of the Bayonne Rangers; a New Jersey-based youth ice hockey organization. In addition, he has volunteered at the Bayonne Little League CYO and City Basketball Leagues.

William and his brother, Jim, founded the Irish singing group, The Bantry Boys, and recently celebrated their 20th anniversary of performing together. The band enjoys playing their Irish folk music for all, especially for the students of Bayonne elementary schools and the children at the Children's Specialized Hospital.

Bill attended Marist High School, and received his B.A. from St. Peter's College, and M.A. in Education from Seton Hall University.

William Dwyer, the youngest of four children born to Mary and John Dwyer, is married to the former Mary Reilly, and they have two children, Bill and Megan.

Today, I ask my colleagues to join me in honoring William Dwyer for his selfless dedication to Bayonne's residents and for brightening our days with music.

WILSON GREEN APPOINTED TO THE NATIONAL MUSEUM SERVICE BOARD

HON. J. RANDY FORBES

OF VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, January 29, 2003

Mr. FORBES. Mr. Speaker, I would like to take this opportunity to honor a friend and advocate of the museum arts. Wilson Greene of Petersburg, Virginia, will be sworn in tonight to serve as a member of the National Museum Service Board. Mr. Greene will serve as one of fifteen members of this advisory board of the Institute of Museum and Library Sciences. As a member of the National Museum Service Board, Mr. Greene will work to ensure high quality museum programs and services to the public.

Mr. Greene has been the executive director of the Pamplin Historical Park in Petersburg, Virginia since 1992. Previously, Mr. Greene served as President and CEO of the Association for the Preservation of Civil War sites, for which he serves on the National Advisory Board. Mr. Greene has also worked for the National Park Service, serving at several significant historical sites.

Wilson Greene's devotion to academia is apparent as well. Mr. Greene has been a faculty member at several institutions of higher learning including: Mary Washington College, Germanna Community College, and St. Bernard Community College. Mr. Green is also the author of more than twenty-five publications dealing with Civil War and Southern History.

Based on his years of public service with the National Park service, commitment to education, and overall enthusiasm for the study of